

Painless Paragraph

This first activity uses a picture to scaffold the writing process.

1. The teacher gives the student a picture to describe. Start with pictures that have one subject.
2. The student records the noun in column three of the chart (see next page).
3. The student names other nouns that she sees. The student starts at the top of the picture and works down, recording the nouns on the chart.
4. After nouns are recorded, the student thinks of interesting verbs that fit each noun and records one verb for each noun on the chart.
5. After the verbs are recorded, the student thinks of two unusual adjectives for each noun and records them in columns one and two.
6. On a clean sheet of paper the student writes a sentence for each row of words, adding additional words as needed.
7. After all the sentences are written, the student chooses six sentences from top to bottom. She must use the first sentence and then choose five additional sentences.
8. As she chooses the sentences, the student writes each sentence on a clean sheet of paper. When the student has finished writing the sentences, the student has a detailed descriptive.

The directions below are similar, but use a paragraph of text instead of a picture.

1. The teacher gives the student a paragraph to write about. This should be text that has been used for a close read.
2. The student records the main nouns of the paragraph in column three of the chart (see next page).
3. After nouns are recorded, the student rereads the paragraph looking for actions that correspond to each noun. She writes these verbs on the chart.
4. After the verbs are recorded, the student records adjectives for each noun in columns one and two. These adjectives should be directly found in the text or inferred.
5. On a clean sheet of paper the student writes a sentence for each row of words, adding additional words as needed.
6. After all the sentences are written, the student chooses six sentences from top to bottom. She must use the first sentence and then choose five additional sentences.

As she chooses the sentences, the student writes each sentence on a clean sheet of paper. When the student has finished writing the sentences, the student has a detailed summary.